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ABSTRACT

Noting that the approach to early childhood education of Reggio Emilia, Italy, has gained worldwide recognition as it challenges accepted approaches, this book reflects the impressions and experiences of the Reggio Emilia approach gained by a range of early childhood educators following a study visit to the region. The book focuses on key issues such as staffing, training, working with parents, play, learning, and the culture of early childhood and special educational needs. The chapters are: (1) "Experiencing Reggio Emilia" (Cathy Nutbrown and Lesley Abbott); (2) "Perceptions of Play--A Question of Priorities?" (Lesley Abbott); (3) "Listening and Learning" (Wendy Scott); (4) "Quality and the Role of the 'Pedagogista'" (Cynthia Knight); (5) "Sunniva's Extra Pocket--A Parent's Reflections" (Caroline Hunter); (6) "Sam's Invisible Extra Gear--A Parent's View" (Jenny Leask); (7) "Special Needs or Special Rights?" (Sylvia Philips); (8) "A Question of Inclusion" (Angela Nurse); (9) "Creating Places for Living and Learning" (John Bishop); (10) "'She's Back!' The Impact of My Visit to Reggio Emilia on a Group of 3- and 4-Year-Olds" (Christine Parker); (11) "Journeying above the 'Sea of Fog': Reflections on Personal Professional Development Inspired by Reggio" (Robin Duckett); (12) "A Journey into Reality" (Kath Hirst); (13) "Creating a Palette of Opportunities: Situations for Learning in the Early Years" (Cathy Nutbrown); (14) "The Otherness of Reggio" (Peter Moss); and (15) "Questions and Challenges--Continuing the Dialogue" (Lesley Abbott and Cathy Nutbrown). (KB)

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